

Time Allocation: Two weeks

Learning Goal: Students will understand the persuasive strategies used in argumentative speeches and writing. Students will learn to identify ethos, pathos, and logos in a variety of formats. Finally, they will analyze a TEDTalk to identify the argumentative strategies used to persuade an audience.

Final Assessment: Students will write a persuasive piece using argumentative strategies and seventh grade Standards facets of Introduction, Acknowledge counterclaims, Claims support, Transitions, Style appropriate to Audience and Purpose, and Conclusion.

Pre-assessment: Students will write an argumentative piece.

Engagement: Students will “argue” in Meets and in small groups to practice generating valid claims with evidence. Teacher-led Meet to go over new concepts. Small group Meets discussion to review notes and to summarize notes together using shared Doc. Students will need to complete the IXL standard and then post completion on Classroom Stream. Students will complete Form to identify which video they will be focusing on for their final assessment. The teacher will later use the results of this form to create breakout groups.

Stepping Stones:

- I. Students will engage in a teacher-led discussion about persuasive strategies and will be asked to take Cornell notes to reference later in this unit. Students will be provided a review video on how to take Cornell notes, which will be watched for homework the night before. Students will also be provided a recording of the Meet in case they need to revisit materials covered during this class.
- II. Students will then be put into small groups. One person will need to set up and begin a Google Meet with their small group. Within the group, students will need to designate jobs: facilitator, recorder, process observer, and timekeeper. They will be asked to review their Cornell Notes with their group and then come up with a summary of persuasive strategy notes together. Using their shared Doc, the recorder will type the group’s summary. The facilitator will be asked to record their group’s notes summary via Flipgrid.
- III. Students will then need to log into IXL (IXL is an online platform that allows students K-12 to practice skills relating to phonics and reading comprehension to writing strategies and more. **IXL** helps learners develop the communication skills needed for success in school, college, and career).

- A. Click on Learning
 - B. Click on 7 grade Standards
 - C. Scroll down to Writing Standards
 - D. Complete (80 SmartScore) - L. Persuasive Strategies
 1. [Identify appeals to ethos, pathos, and logos in advertisements](#)
 - E. Once SmartScore has been met, students will need to fill in their IXL tracking sheet and post-completion on the Classroom Stream.
- IV. Students will be given a [Form](#) to select their top three TEDTalk videos that they would like to watch and complete their argument organizer on as their final assessment. The teacher will use this form to create breakout groups once all students have completed watching their video multiple times.
- V. The teacher will review the Argument [Organizer assignment](#) with students during the teacher-led Meet. Students will be asked to complete their [Argument Organizer worksheet](#) after watching their video multiple times. Upon completion, they will be asked to TURN IN via the Classroom.
- VI. Students will then be assigned breakout groups, to review their Argument Organizer worksheets. Within the group, students will need to designate jobs: facilitator, recorder, process observer, and timekeeper. They will be asked to review their Argument Organizer worksheets with their group and then come up with a summary of their findings for each question in the organizer. Using their shared Doc, the recorder will type the group's summary and will paraphrase each group member's ASE summary. The facilitator will be asked to record and turn in their groups discussing via Classroom along with their shared summary Doc.
- VII. The teacher will review the group's discussion and notes on what they reviewed in each group. The teacher previously would have reviewed each student's argument organizer prior to releasing them back to students for their group's work.
- VIII. The teacher will lead a discussion Meet to generate topics to write argumentative pieces on. The teacher will also add some choices that might be engaging for the students (i.e. exciting new sports for the school, bring Tom Brady back to the Patriots, home economics classes should be brought back to schools, students should continue to wear masks during flu season even after the COVID pandemic).
- IX. Finally, each student will select their argumentative topic, research the topic, outline their writing piece, review their piece using the teacher's rubric, and submit their argumentative piece as their final performance assessment. Students will share their final assessment in two ways. Students will record themselves reading their argumentative pieces via Flipgrid. Students will then be asked to watch their peers' recordings and leave a comment reflecting on each students'

most powerful claim and counterclaim. Students will also TURN IN their final written argumentative piece via Classroom, which the teacher will grade using the rubric which was provided.

Assessment: Students will complete an argumentative worksheet to show their understanding of persuasive strategies of ethos, pathos, logos, and counterclaims using a TEDTalk while providing evidence to support their responses. The teacher will evaluate individual students' work using a discussion rubric to see if each student understands the persuasive strategies, can identify strategies being used in a speech (TEDTalk), and locate evidence to support their findings.

Performance Assessment: Students will [write an Argumentative piece](#) demonstrating Writing Standard 1 (introduction, acknowledge counterclaims, valid argument points, connecting words, appropriate style for purpose and audience, and conclusion) and be graded using the [Argumentative Rubric](#).

